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ABSTRACT

The purpose of this guide was to unify physical education programs in several school districts through the development of common objectives. Curricular content was developed according to levels of learning in attitudes, concepts, and skills, recognizing skills in a sequential developmental and spiral arrangement. Nine areas of motor skill development are covered: (1) basic motor skills: (2) body control activities: (3) games of low organization: (4) team sports: (5) individual and dual sports: (6) recreational games: (7) lifetime sports: (8) physical fitness: and (9) attitudes and values. Performance expectations are listed for each activity by grade level from kindergarten through grade 12. A code is provided to clarify the approximate level of skill that should be expected at different stages of growth. An "I" following a specific activity indicates initial formal instruction of the basic concept or skills is appropriate for the mental and physical ability of the students. "R" indicates the concept or skill has been introduced at a previous level, but additional instruction is deemed necessary prior to mastery. "M" indicates that the average student is expected to have learned the concept or skill. (JD)

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PHYSICAL EDUCATION CURRICULUM GUIDE:

PERFORMANCE EXPECTATIONS, K-12

1980

OFFICE OF CURRICULUM AND INSTRUCTION

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BERGEN COUNTY, NEW JERSEY

SP 016 633

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PHYSICAL EDUCATION CURRICULUM GUIDE:
PERFORMANCE EXPECTATIONS, K-12

APPROVAL LIST

	Approved
Physical Education Curriculum Committee	x
Instructional Council	x
Principals Advisory Group	x
Northern Valley Administrators Association	x
Board of Education:	
Closter	x
Demarest	x
Harrington Park	x
Haworth	x
Northvale	x
Norwood	x
Old Tappan	x
Northern Valley Regional High School District	x

PREFACE

The purpose of this guide is to improve K-12 articulation in the physical education curriculum both within and among the eight school districts in the Northern Valley region.

The Northern Valley Administrators Association authorized the development of this guide by the Physical Education Curriculum Committee under the direction of the regional Director of Curriculum and Instruction. The committee consisted of seven physical education teachers, each from a different elementary district, two physical education department chairpersons, one from each high school, and the director.

Nine meetings of the committee were held from October 1978 to January 1980. During these meetings, the committee, through discussion and consensus, identified common student performance expectations for a sequential, kindergarten through grade twelve, physical education program.

This guide responds to "Thorough and Efficient" requirements in that it provides a solid basis for district level and program level objectives directly related to the educational goals adopted by Northern Valley school districts. It also provides the foundation for systematic program evaluation.

Through the use of this guide, it is expected that students in Northern Valley schools will benefit from a more articulated and unified program.

A note of appreciation is extended to the Physical Education Curriculum Committee for its diligent work in producing the guide, to the Northern Valley Administrators Association and the Principals Advisory Group for their cooperation in this project, to the Instructional Council for its advice regarding curriculum needs, and to the eight boards of education for their support which makes possible curriculum articulation projects such as this one.

Acknowledgment with appreciation is made for the competent assistance given by Mrs. Ann Bischoff, Secretary, and Mrs. Mary Flammer, Clerk-Typist, who patiently retyped drafts, duplicated copies, and assembled this guide.

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TABLE OF CONTENTS

Approval List	ii
Preface	iii
Physical Education Curriculum Committee	iv
Introduction	viii
Physical Education Program Objectives	ix
Scope of Regional Physical Education Curriculum	x
Code	1
Physical Education Performance Expectations	1
I. Basic Motor Skills	1
A. Locomotor Skills	1
B. Non-Locomotor Skills	2
C. Basic Sport Skills	2
II. Body Control Activities	3
A. Floor Apparatus Activities	3
B. Hand Apparatus Activities	3
C. Floor Skills	3
III. Games of Low Organization	5
IV. Team Sports	6
A. Basketball	6
B. Field Hockey	8

C. Flag Football 9

D. Floor/Street Hockey 10

E. Soccer 11

F. Softball 13

G. Speedball 14

H. Team Handball 15

I. Volleyball 17

V. Individual and Dual Sports 18

A. Bowling 18

B. Cross Country 19

C. Golf (optional) 20

D. Gymnastics 21

E. Tennis 30

F. Track and Field 31

G. Wrestling 33

VI. Recreational Games 34

A. Boxball (optional) 34

B. Croquet (optional) 35

C. Floor Tennis (optional) 36

D. Horseshoe Pitching (optional) 37

E. Quiet Games (optional) 38

	F. Rope Quoits (optional)	39
	G. Shuffleboard (optional)	40
	H. Table Tennis (optional)	42
	I. Tetherball (optional)	43
VII.	Lifetime Activities	44
	A. Archery	44
	B. Badminton	45
	C. Cycling (optional)	46
	D. Dance (folk, square, and social)	47
	E. Dance (interpretative-creative)	49
	F. Frisbee (ultimate)	50
	G. Handball	51
	H. Jogging	52
	I. Paddleball	53
	J. Racquetball (optional)	54
	K. Skiing (downhill) (optional)	55
	L. Skiing (cross country) (optional)	56
VIII.	Physical Fitness	57
	A. Conditioning Exercises	57
	B. Physical Fitness Training	58
	C. Weight Training (optional)	59
IX.	Attitudes and Values	60

INTRODUCTION

Essential Elements of a Sound Physical Education Program

A good physical education program is essential to the continuing growth and development of each child and an integral part of the total educational program.

The needs of children are as many and as different as the children are different. When considering the best kind of program for the physical development of every child, the first thought is that children need many kinds of activities designed to develop all of the skills of movement to produce well-developed and well-coordinated human beings.

The activities of movement must be geared to meet the growth patterns of children at different ages and different stages of development. Readiness for each new step in physical activities is necessary for the child to succeed in the particular activity. Hours of practice will not perfect a skill until the child is physically, mentally and emotionally ready to develop and perfect it.

In order to match appropriate physical activities with the stage of development of each child, a knowledge of the human growth pattern and the wide range of individual variation in rate of growth is necessary. The sequence of the pattern is the same for everyone it is in the timing and quality of performance that individuals differ.*

Variability in Current Programs

Currently, elementary physical education programs in the Northern Valley vary in a number of respects including contact time with students, class size, facilities and equipment. This curriculum guide is an attempt, through the development of common objectives, to unify physical education programs valley-wide. Curricular content was developed according to levels of learning in attitudes, concepts, and skills, recognizing skills in a sequential, developmental and spiral arrangement. However, a number of other areas need to be considered in terms of curriculum coordination: time, class size, facilities, and equipment.

Using the Guide

In using the Physical Education Curriculum Guide, it is important to read the explanation of the code (page 1).

A concept or a skill may be introduced earlier than indicated in the Guide, given appropriate conditions of student ability and readiness. Reinforcement refers to additional instruction, review and practice. Mastery is to be viewed in relation to concepts and skills appropriate to the grade level and the developmental level of the students.

The Guide was developed in terms of the "average" student. Some students will need additional instruction to meet the expectations indicated for the various levels. Some modification of the expectations may be necessary for particular students. For other students, the suggested expectation will be seen as a base upon which enrichment and more advanced curriculum experiences can be develope

*Source: Elementary Physical Education Today, New Jersey Department of Education Division of Curriculum and Instruction, prepared by Sal Abitanta, undated.

Physical Education Program Objectives - Northern Valley Schools

1. Students maintain a state of physical fitness (strength, endurance, and good body condition) as demonstrated by 75% of the sixth grade students scoring at the 50%ile or higher on at least four of the six subtests of the American Association of Health, Physical Education, and Recreation (AAHPER) Youth Fitness Test (1976 Revised Edition) as reported by physical education teachers. (The six subtests are: sit-ups, shuttle-run, standing long jump, fifty yard dash, 600 yard run, pull-ups (boys) and flexed-arm hang (girls).

2. Students exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities as measured by the AAHPER Youth Fitness Test, skills tests, and teacher observation.

3. Students value participation in physical education activities, including recreational and leisure time activities as demonstrated by brief student written descriptions of at least three ways such activities are of personal benefit and value, by the tenth grade.

4. Students apply safety practices when participating in physical education activities as measured by physical education program accident reports and teacher observation.

5. Students describe rules and apply strategies in a variety of physical education activities as indicated by written tests, skills tests, and teacher observation.

6. Students exhibit qualities of self-control, self-confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals as determined by teacher observation.

SCOPE OF REGIONAL PHYSICAL EDUCATION CURRICULUM*

I. Basic Motor Skills

A. Locomotor skills (walking, running, hopping, jumping, leaping, skipping, galloping, sliding, step-hopping)

B. Non-locomotor skills (bending, climbing, falling, hanging, landing, lifting, pushing-pulling, stretching, swinging, twisting)

C. Basic sport skills (bouncing, starting, tagging, catching, dodging, kicking, rolling ball, rolling body, stopping, striking, throwing)

II. Body Control Activities (perceptual motor activities, coordination, balance and flexibility)

A. Floor apparatus activities (balance board, walking board, pogo sticks, scooters, etc.)

B. Hand apparatus activities (rope, wand, hoop, parachutes, safety darts, scoops, beanbags, pins, balls, ribbons, etc.)

C. Floor skills (individual, partner, small group)

1. Stunts
2. Mimetics - Story Plays
3. Rhythmics

D. Apparatus - Exploring on various pieces of gymnastic apparatus

III. Games of Low Organization (beginning, relay, lead-up games and other games)

*Modified by regional Physical Education Curriculum Committee from: K-12 Course Goals in Physical Education, Northwest Regional Educational Laboratory, 1974.

The following units of analysis and development were used in writing the goals for all the team, dual, and individual sports in this guide:

Knowledge:
1. History and popularity
2. Terminology and rules
3. Skills and progression
4. Body mechanics in skill performance
5. Strategies
6. Safety concepts (facilities, equipment, supplies and clothing)

Process:
Develop skills
Application of skills in total activity performance
Analyze and evaluate performance

IV. Team Sports (see also I. Basic Motor Skills)

A. Basketball

B. Field Hockey

C. Flag Football

D. Floor/Street Hockey

E. Soccer

F. Softball

G. Speedball

H. Team Handball

I. Volleyball

V. Individual and Dual Sports

A. Bowling (optional)

B. Cross Country

C. Golf (optional)

D. Gymnastics and Tumbling (see also II. Body Control Activities)

E. Tennis

F. Track and Field

G. Wrestling

VI. Recreational Games

A. Boxball (optional)

B. Croquet (optional)

C. Floor Tennis (optional)

D. Horseshoe Pitching (optional)

E. Quiet Games (optional)

F. Rope Quoits (optional)

G. Shuffleboard (optional)

H. Table Tennis (optional)

I. Tetherball (optional)

VII. Lifetime (Recreational) Activities

A. Archery

B. Badminton

VII. Lifetime (Recreational) Activities (continued)

C. Cycling (optional)

D. Dance (folk, square, and social)

E. Dance (interpretive-creative)

F. Frisbee (ultimate)

G. Handball

H. Jogging

I. Paddleball

J. Racquetball (optional)

K. Skiing (downhill) (optional)

L. Skiing (cross country) (optional)

VIII. Physical Fitness

A. Conditioning Exercises

B. Physical Fitness Testing

C. Weight Training (optional)

IX. Attitudes and Values

NORTHERN VALLEY SCHOOLS
Office of Curriculum and Instruction

PERFORMANCE EXPECTATIONS - PHYSICAL EDUCATION

Code: I = Introduction (indicates initial formal instruction of the basic concepts or skills, with the understanding that more advanced concepts and skills will be introduced by progression)

R = Reinforcement (indicates concept or skill has been introduced at a previous level, but additional instruction is deemed necessary prior to mastery: R-8 = reinforcement needed in 8th grade)

M = Mastery (indicates that the average student is expected to have learned the concept or skill: M-9 = student mastery of concept or skill is expected in 9th grade)

I. Basic Motor Skills, K-3	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Locomotor Skills													
1. The student performs the following basic motor skills:													
a. walks	M	-	-	-	-	-	-	-	-	-	-	-	-
b. runs	M	-	-	-	-	-	-	-	-	-	-	-	-
c. hops	M	-	-	-	-	-	-	-	-	-	-	-	-
d. jumps	M	-	-	-	-	-	-	-	-	-	-	-	-
e. gallops	I	R	M	-	-	-	-	-	-	-	-	-	-
f. skips	I	R	M	-	-	-	-	-	-	-	-	-	-
g. sliding	I	R	M	-	-	-	-	-	-	-	-	-	-
h. leaping	I	R	M	-	-	-	-	-	-	-	-	-	-
i. combinations	-	-	I	R	R	R	R	R	M	-	-	-	-

	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Non-Locomotor Skills													
1. The student performs the following basic non-motor skills:													
a. bending	I	M	-	-	-	-	-	-	-	-	-	-	-
b. stretching	I	M	-	-	-	-	-	-	-	-	-	-	-
c. twisting	I	R	R	M	-	-	-	-	-	-	-	-	-
d. swinging	I	R	R	M	-	-	-	-	-	-	-	-	-
e. pushing-pulling	I	R	R	M	-	-	-	-	-	-	-	-	-
f. hanging	I	R	R	M	-	-	-	-	-	-	-	-	-
g. landing	I	R	R	R	R	M	-	-	-	-	-	-	-
h. climbing	I	R	R	R	R	M	-	-	-	-	-	-	-
i. falling	I	R	R	R	R	R	R	R	M	-	-	-	-
j. lifting	I	R	R	R	R	R	R	R	M	-	-	-	-
C. Basic Sport Skills													
1. The student performs the following basic skills:													
a. rolling ball	I	R	M	-	-	-	-	-	-	-	-	-	-
b. starting	I	R	R	M	-	-	-	-	-	-	-	-	-
c. stopping	I	R	R	M	-	-	-	-	-	-	-	-	-
d. tagging	I	R	R	M	-	-	-	-	-	-	-	-	-
e. bouncing	I	R	R	R	M	-	-	-	-	-	-	-	-
f. catching	I	R	R	R	M	-	-	-	-	-	-	-	-
g. throwing	I	R	R	R	M	-	-	-	-	-	-	-	-

	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Non-Locomotor Skills (continued)													
h. kicking	I	R	R	R	M	-	-	-	-	-	-	-	-
i. dodging	-	I	R	R	M	-	-	-	-	-	-	-	-
j. striking	-	I	R	R	R	R	M	-	-	-	-	-	-
II. Body Control Activities (perceptual motor activities, coordination, balance and flexibility)													
The student demonstrates the use of the following body control activities:													
A. Floor apparatus activities (balance board, walking board, pogo sticks, etc.)													
1. walking board	I	R	M	-	-	-	-	-	-	-	-	-	-
2. scooters	I	R	R	R	M	-	-	-	-	-	-	-	-
3. pogo sticks	-	-	-	-	I	R	M	-	-	-	-	-	-
4. balance board	-	-	-	-	I	R	R	R	M	-	-	-	-
B. Hand apparatus activities (rope, wand, hoop, parachutes, darts, scoops, bean-bags, pins, balls, ribbons, etc.)	I	R	R	R	M	-	-	-	-	-	-	-	-
The student performs various skills:													
C. Floor skills (individual, partner, small group)													
1. Stunts	I	R	R	R	R	R	M	-	-	-	-	-	-
a. General stunts (1) Individual squash (2) Jump and slap heels (3) Jumping jack													

II. Body Control Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
a. General stunts (continued)	I	R	R	R	R	R	M	-	-	-	-	-	-
(4) Log roll													
(5) Half top spin													
(6) Upswing													
(7) Egg sit													
(8) Push ups													
(9) Cork screw													
(10) Human rocker													
(11) Nose dive													
(12) Through the stick													
(13) Bear dance													
(14) Elbow dip													
(15) Egg roll													
(16) Full top spin													
(17) Turk stand													
(18) Upspring													
(19) Bells or clicks													
(20) Jump foot													
(21) Dip													
(22) Seal slap													
(23) Knee dip													
(24) Tangle													
(25) Human ball													
(26) Frog dance													
(27) Single squat													
(28) Jump the stick													
(29) Mule kick													
(30) Coffee grinder													
(31) Pin wheel													
b. Walks	I	R	R	R	R	R	M	-	-	-	-	-	-
(1) Elephant walk													
(2) Duck walk													
(3) Frog hop													
(4) Kangaroo hop													
(5) Dog walk													
(6) Knee walk													
(7) Folded leg walk													
(8) Rabbit walk													
(9) Crab walk													
(10) 3-legged walk													

	K	1	2	3	4	5	6	7	8	9	10	11	12
II. Body Control Activities (continued)													
b. Walks (continued)	I	R	R	R	R	R	M	-	-	-	-	-	-
(11) Inch worm													
(12) Seal walk													
(13) Swagger walk													
(14) Cricket walk													
(15) Centipede													
(16) Leap frog													
(17) Skin the snake (forward and backward)													
2. Mimetics - Story Plays	I	R	M	-	-	-	-	-	-	-	-	-	-
3. Rhythmics	I	R	R	R	M	-	-	-	-	-	-	-	-
D. Apparatus - Exploring on various pieces of gymnastic apparatus	I	R	R	R	-	-	-	-	-	-	-	-	-
III. Games of low organization													
The student demonstrates the concepts involved in the following games of low organization (i.e. vigorous play, fair play, patience, following rules, safety, leadership, carry-over, values, etc.):													
A. Beginning (tag, quiet, running, circle, line, square, etc.)	I	R	R	M	-	-	-	-	-	-	-	-	-
B. Relays	I	R	M	-	-	-	-	-	-	-	-	-	-
C. Lead up games													
1. Basketball type (sideline, o-u-t, V.B.B., around the world, 6 court, basket end ball, 21, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-
2. Flag and/or touch football type (long ball, end ball, grab the flag, drive-em back, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-

	K	1	2	3	4	5	6	7	8	9	10	11	12
C. Lead up games (continued)													
3. Hockey type using plastic sticks (end ball, line ball, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-
4. Soccer type (line, alley, end zone, kickball, soccer, circle, 6 player, scooter, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-
5. Softball type (circle, tunnel, tee ball, whiffle, kickball, longball, 2nd base ball, hit the bat, V.B.B., sacket, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-
6. Volleyball type (Newcomb and variations, keep it up, one line, punchball, beanbag, bladder volleyball, VBB, etc.)	-	-	-	I	R	M	-	-	-	-	-	-	-
IV. Team Sports													
A. Basketball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	I	R	R	R	R	R	M	-
a. equipment - sneakers, backboard, rim, and ball													
b. officials and duties													
c. players and substitutes													
d. scoring													
e. timing													
f. live vs. dead play - jump ball, foul shots													
g. out-of-bounds and in-bounds													

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	I	R	R	R	R	R	M	-
h. fouls, violations -- time violations - 3 sec., 5 sec., and 10 sec., charging, traveling, carrying, double dribble, back court and penalties -- personal and technical													
i. boundaries -- side line, end line, foul line, foul lane, center circle, 5 sec. line, 3 sec. area, foul lane markings													
j. terms -- key, lay-up, jump shot, hook shot, free throw, screen, kick, rebound, post, fast break, zones, man-to-man, jump ball, boxing out, stuff, block, press, trap													
3. The student performs the following skills: dribbling, receiving the ball, pivoting, guarding, rebounding, shooting, passing.	-	-	-	-	-	I	R	R	R	R	R	R	M
4. The student employs basketball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various basketball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors involved in playing basketball.	-	-	-	-	-	I	R	R	R	R	M	-	-

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Field Hockey													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student explains terminology and rules where appropriate, including those which concern: a. equipment - stick, ball, shin guards, and goalie equipment b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play - bully, corners, roll-in g. out-of-bounds and in-bounds h. fouls, violations -- sticks, advancing, obstruction, off-sides, illegal use of hands, foot stop and penalties i. boundaries j. terms -- bully, dribble, pass, scoop, flick, high-stick	-	-	-	-	-	-	-	I	R	R	M	-	-
3. The student performs the following skills: carrying stick, dribbling, driving, scooping, flicking, tackling, lunging, bullying, dodging, push pass, dodge, drive, covering, clearing, backing up.	-	-	-	-	-	-	-	I	R	R	R	M	-
4. The student employs appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	M	-

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
5. The student applies various field hockey offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	-	-	I	R	M	-
6. The student applies the safety factors involved in playing field hockey.	-	-	-	-	-	-	-	I	R	R	M	-	-
C. Flag Football (refers to game of football)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	I	R	R	R	R	M	-	-
a. equipment - football, flags, and pinnies or jerseys													
b. officials and duties													
c. players and substitutes													
d. scoring													
e. timing													
f. live vs. dead play - downs, including pass, pass receiving													
g. out-of-bounds and in-bounds - marking the ball													
h. fouls, violations -- offsides, illegal blocks, holding, pass interference, and unnecessary roughness and penalties													
i. boundaries -- sidelines, end zone, goal line, yard lines													
j. terms -- fumble, place kick, punt, field goal, downs, huddle, touchdown, safety, touch back, scrimmage line, centering													

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: centering, stances, hand-off, passing, receiving, running with ball, punting, place kicking, screen block, flag tackling.	-	-	-	-	-	I	R	R	R	R	R	M	-
4. The student employs flag football maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	M	-
5. The student applies various flag football offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	M	-
6. The student applies the safety factors involved in playing flag football.	-	-	-	-	-	I	R	R	R	R	R	M	-
D. Floor/Street Hockey													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - sticks, puck or ball, goalie mask, goals b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play - face off g. out-of-bounds and in-bounds	-	-	-	-	-	I	R	R	M	-	-	-	-

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	I	R	R	M	-	-	-	-
h. fouls, violations -- high stick, hacking, tripping, pushing, blocking with body and penalties i. boundaries j. terms -- checking, sudden death, goal tending													
3. The student performs the following skills: passing, receiving a pass, guarding, stick handling, goal tending, shooting.	-	-	-	-	-	I	R	R	M	-	-	-	-
4. The student employs floor/street hockey maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various floor/street hockey offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors in playing floor/street hockey.	-	-	-	-	-	I	R	R	R	R	R	M	-
E. Soccer													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	I	R	R	R	R	M	-	-
a. equipment - ball, jerseys or pinnies													

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued) b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play - direct and indirect kicks, goal kicks, penalty kicks, throw-in, corner kicks g. out-of-bounds and in-bounds h. fouls, violations -- dangerous play, hand ball, tripping, kicking, pushing, off sides, charging, striking, holding, punching, illegal kick, illegal substitution and penalties i. boundaries -- goal, goal line, goal area, penalty area, penalty kick, line, center line, corner kick line j. terms -- kick in, trapping, volleying, offside, blocking, dribbling, kicking, punting, heading, passing, throwing in	-	-	-	-	-	I	R	R	R	R	M	-	-
3. The student performs the following skills: blocking, dribbling, kicking, heading, passing, throw-in, trapping, goal keeping, punting, volleying.	-	-	-	-	-	I	R	R	R	R	R	M	-
4. The student employs soccer maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	M	-
5. The student applies various soccer offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	M	-

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
6. The student applies the safety factors involved in playing soccer.	-	-	-	-	-	I	R	R	R	R	M	-	-
F. Softball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	I	R	R	R	R	R	M	-

a. equipment - bats, ball, bases, catcher's equipment
b. officials and duties
c. players and substitutes
d. scoring
e. timing
f. live vs. dead play
g. out-of-bounds and in-bounds
h. fouls, violations -- catcher interference, balk, interfering with a runner, interfering with a fielder and penalties
i. boundaries -- foul lines, back stop, bases, home plate, pitcher's plate, batter's box
j. terms -- infield fly, dropped 3rd strike, strike, ball, walk, base path, stealing, legal advance, fly ball, infield, outfield, positions, strike-out, force-out, tag-out, foul ball, fair ball, inning, error, overrunning, tagging, bunting

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: fielding, batting, base-running, pitching, throwing.	-	-	-	-	-	I	R	R	R	R	R	R	M
4. The student employs softball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies various softball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors involved in playing softball.	-	-	-	-	-	I	R	R	R	R	M	-	-
G. Speedball													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - goals, balls, pinnies b. officials and duties c. players and substitutes d. scoring - field goal, touchdown, goal e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- handball, unnecessary roughness, traveling, kickoff violation and penalties	-	-	-	-	-	-	-	I	R	R	R	R	M

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	-	-	I	R	R	R	R	M
i. boundaries j. terms -- ground ball, air ball, kickoff, tie ball, free kick, drop kick, place kick, pivot, air juggle, attacking team, punt, dribble, penalty corner, defending team, volley													
3. The student performs the following skills: blocking, trapping, marking, covering, dribbling, passing, drop kick, heading, punting, place kicking, foot lift (self and teammate) plus related skills from other appropriate sports.	-	-	-	-	-	I	R	R	R	R	M	-	-
4. The student applies speedball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various speedball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors involved in playing speedball.	-	-	-	-	-	-	-	I	R	R	R	R	M
H. Team Handball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - goals, team handball b. officials and duties c. players and substitutes d. scoring - throw e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- penalty throw and penalties i. boundaries j. terms -- wing throw in, circles, chasers, referee throw, corner throw, throw off, free throw, penalty throw	-	-	-	-	-	-	-	-	-	I	R	R	M
3. The student performs the following skills: dribbling, passing, running, pivoting, throwing.	-	-	-	-	-	-	-	-	-	I	R	R	M
4. The student employs team handball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. The student applies various team handball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	-	-	I	R	R	M
6. The student applies the safety factors involved in playing team handball.	-	-	-	-	-	-	-	-	-	I	R	R	M

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Volleyball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - net, standards, ball b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- carry, double hit, net, line, illegal hit and penalties i. boundaries j. terms -- block, screen, spike, set, modified, recreational, power, simultaneous contact, bump, dig, service	-	-	-	-	-	I	R	R	R	R	R	R	M
3. The student performs the following skills: serving, setting, passing, digging, blocking, net play, positioning, bumping, spiking, dink.	-	-	-	-	-	I	R	R	R	R	R	R	M
4. The student employs volleyball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	I	R	R	R	R	R	R	M
5. The student applies various volleyball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	I	R	R	R	R	R	R	M

IV. Team Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
6. The student applies the safety factors involved in playing volleyball.	-	-	-	I	R	R	R	R	M	-	-	-	-
V. Individual and Dual Sports													
A. Bowling (optional)													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	I	R	R	R	M	-	-	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - pins and ball b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- foul line and penalties i. boundaries j. terms -- turkey, split, spare, strike, curve, hook, straight, frame, double, gutter, Brooklyn, Jersey, alley, open, carry, pocket, spot	-	-	-	-	I	R	R	R	R	R	M	-	-
3. The student performs the following skills: approach, arm swing, release, delivery, aim.	-	-	-	-	I	R	R	R	R	R	M	-	-

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs bowling maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	I	R	R	R	R	R	M	-	-
5. The student applies various bowling strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	I	R	R	R	R	R	M	-	-
6. The student applies the safety factors involved in bowling.	-	-	-	-	I	R	R	R	R	R	M	-	-
B. Cross Country													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - track shoe, watch, markers b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play - not applicable g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- pacing, kick, displacement	-	-	-	-	-	-	-	-	-	I	R/M	-	-
3. The student performs the following skills: breathing, running form, arm carry, relaxation.	-	-	-	-	-	-	-	-	-	I	R/M	-	-

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I/R	M	-	-
5. The student applies various cross country strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	-	-	-	-	-	-
6. The student applies the safety factors involved in cross country.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
C. Golf (optional)													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	-	-	I/R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	-	-	-	-	I/R	M
a. equipment - clubs, balls, tees b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring e. timing - not applicable f. live vs. dead play - not applicable g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- par, bogie, birdie, eagle, address, slice, pin, hazard, tee area, hook, chip, put, drive, pitch, trap, fore, wood, iron, putter, caddie, rough, fairway, green, bunker, divot													

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: grip, swing, follow-through, stance.	-	-	-	-	-	-	-	-	-	-	-	I/R	M
4. The student employs the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	-	-	I/R	M
5. The student applies various golf strategies and facilitates effective play.	-	-	-	-	-	-	-	-	-	-	-	I/R	M
6. The student applies the safety factors involved in golf.	-	-	-	-	-	-	-	-	-	-	-	I/R	M
D. Gymnastics													
1. History and popularity The student relates the origin and basic evolution of gymnastics.	-	-	-	-	-	-	-	-	-	I/R	M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - mats, parallel bars, balance beam, horse, reuther board, rings, ropes, evens, safety belt, chalk, Swedish box b. officials and duties c. players and substitutes - not applicable d. scoring - difficulty, deductions e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties	I	R	R	R	R	R	R	R	R	R	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	I	R	R	R	R	R	R	R	R	R	R	M
i. boundaries													
j. terms -- squat, tuck, straddle, stoop, pike, supports, stands, hangs, cast, kip, front grip, rear grip, mixed grip, mounts, dismounts													
3. The student performs the following skills:													
M* - Due to the special nature of these skills, mastery may not be achieved by many students.													
a. Tumbling - The student is able to perform beginning, intermediate, and/or advanced tumbling activities appropriate to his/her level of ability, using the proper body mechanics, form and skills; with the understanding that many skills are performed with spotting, assistance, and support.													
(1) Squat head balance /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(2) Forward roll /B	I	R	R	R	R	R	R	R	R	R	R	R	M
(3) Backward roll /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(4) Back bend /I	-	-	-	-	I	R	R	R	R	R	R	R	M
(5) Shoulder roll /B	-	I	R	R	R	R	R	R	R	R	R	R	M
(6) Backward roll with snapdown /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(7) Series of rolls /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(8) Tip up /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(9) Head stand /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(10) Bridge /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(11) Variations of rolls /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(12) Handstand with support /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(13) Cartwheel	-	-	I	R	R	R	R	R	R	R	R	R	M*
(14) Kip up /A	-	-	-	-	-	I	R	R	R	R	R	R	M*
(15) Head spring /A	-	-	-	-	-	I	R	R	R	R	R	R	M*
(16) Neck spring /A	-	-	-	-	-	I	R	R	R	R	R	R	M*

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
a. Tumbling (continued)													
(17) Straddle roll /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(18) Log roll /B	I	R	R	R	R	R	R	R	R	R	R	R	M
(19) Egg roll /B	I	R	R	R	R	R	R	R	R	R	R	R	M
(20) Tripod /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(21) Dive roll /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(22) Front handspring /A	-	-	-	-	-	I	R	R	R	R	R	R	M*
(23) Back handspring /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(24) Handstand with support, into forward roll /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(25) Round-off /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
b. Rope Climbing													
(1) Skin-the-cat /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(2) Crab hang /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(3) Inverted hang /I	-	-	-	-	I	R	R	R	R	R	R	R	M
(4) Climb half-way, feet and hands /B	-	I	R	R	R	R	R	R	R	R	R	R	M
(5) Climb to the top, hands and feet /I	-	-	I	R	R	R	R	R	R	R	R	R	M
(6) Climb, one-quarter way, hands only /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(7) Climb, half-way, hands only /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(8) Climb to top, hands only /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(9) Climb one-quarter length, "L" position /A	-	-	-	-	-	-	-	-	-	I	R	R	M*
(10) Climb half length, "L" position /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(11) Bird nest /I	-	-	-	I	R	R	R	R	R	R	R	R	M
c. Pyramids													
(1) Single, dual, and trio stunts /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(2) Advanced designs /A	-	-	-	-	-	I	R	R	R	R	R	R	M*
d. Parallel Bars													
(1) Cross rest (support) /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(2) Straddle travels /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(3) Front or rear dismount /I	-	-	-	-	-	I	R	R	R	R	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
d. Parallel Bars (continued)													
(4) Forward roll /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(5) Shoulder stand /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(6) Side riding seat, left and right /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(7) One leg cut mount /I	-	-	-	-	-	-	-	I	R	R	R	R	M
(8) Forward roll to straddle /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(9) Back swing to straddle /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(10) Forward roll to upper arm hang /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(11) Kip to straddle seat /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(12) Swings /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(13) Inverted hang /B	-	-	-	I	R	R	R	R	R	R	R	R	R/M
(14) Back uprise /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(15) Double rear dismount /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(16) Hand stand /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(17) Double leg cut-off dismount /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(18) Pirouette /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M
(19) "L" position /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
e. Horizontal Bar													
(1) Skin-the-cat /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(2) Pullups /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(3) Leg raises (tuck) - swings /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(4) Knee swing /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(5) Leg raises, knee straight /I	-	-	-	-	-	-	-	I	R	R	R	R	M
(6) Hip glide /B	-	-	-	-	-	I	R	R	R	R	R	R	M*
(7) Swing dismount /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(8) Front kip /A	-	-	-	-	-	-	-	-	I	R	R	R	M*
(9) Backward knee circle /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(10) Forward roll to hang /B	-	-	-	-	I	R	R	R	R	R	R	R	M*
(11) Bird nest /B	-	-	-	I	R	R	R	R	R	R	R	R	M*
(12) Pullover /I	-	-	-	-	I	R	R	R	R	R	R	R	M
(13) Cast /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(14) Single knee mount /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(15) Forward single knee circle to a hang /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
(16) Double leg circle backward to hang /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
e. Horizontal Bar (continued)													
(17) Swing to single knee mount /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
(18) Muscle up /B	-	-	-	-	I	R	R	R	R	R	R	R	M*
f. Side Horse													
(1) Single leg cut (left and right) /B	-	-	-	-	-	-	-	I	R	R	R	R	M
(2) Leg cut dismount /I	-	-	-	-	-	-	-	-	-	I	R	R	M*
(3) Leg cut, travel to the center /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(4) Leg cuts from front to rear support /I	-	-	-	-	-	-	-	-	-	-	I	R	M*
(5) Travel to croup or neck /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(6) Vault dismount from croup or neck /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(7) Travel from leg cut in support from croup or neck /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(8) Travel from croup to neck /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
(9) Front support /B	-	-	-	-	-	-	-	I	R	R	R	R	M*
(10) Scissors /I	-	-	-	-	-	-	-	-	-	-	I	R	R/M*
(11) Flank circle /A	-	-	-	-	-	-	-	-	-	-	-	I	R/M*
g. Vaulting buck, Horse, Swedish box													
(1) Squat stand, then jump /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(2) Kneeling vault /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(3) Front vault /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(4) Squat vault /B	-	-	-	-	I	R	R	R	R	R	R	R	M
Horse I - Swedish box													
(5) Flank vault /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(6) Rear vault /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(7) Squat stand, jump, then forward roll /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(8) Wolf vault /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(9) Approach /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(10) Straddle vault /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(11) Thief vault /A	-	-	-	-	-	-	-	I	R	R	R	R	M
(12) Stoop vault /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(13) Head spring /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(14) Layouts /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(15) Horizontal vaults /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(16) Hand spring /A	-	-	-	-	-	-	-	I	R	R	R	R	M*

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
h. Rings													
(1) Bird nest /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(2) Inlocate /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
(3) Back roll dismount /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(4) Kip /A	-	-	-	-	-	-	-	-	I	R	R	R	M*
(5) Back uprise /A	-	-	-	-	-	-	-	-	-	-	I	R	R/M*
(6) Shoulder balance /A	-	-	-	-	-	-	-	-	-	-	I	R	R/M*
(7) Back horizontal hang /A	-	-	-	-	-	-	-	-	-	-	I	R	R/M*
(8) Crab hang /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(9) Inverted hang, Pike hang /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(10) Backward extension, pull to inverted hang /B	-	-	-	-	-	I	R	R	R	R	R	R	M*
(11) Muscle up to front rest /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(12) Forward roll to inverted hang /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(13) Single leg cut to dismount /I	-	-	-	-	-	-	-	I	R	R	R	R	M
(14) Muscle ups /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(15) "L" in support position /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
i. Floor exercise													
(1) Toe rise /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(2) Straddle stance /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(3) Splits /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(4) Spiral /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(5) Straddle lean /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(6) Needle scale /A	-	-	-	-	-	-	-	-	I	R	R	R	M*
(7) Back walkover /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(8) Balance seat /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(9) Valdez /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(10) Back extension /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(11) Forward roll /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(12) Handstand /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(13) Arabesque /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(14) Lunge /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(15) Turns, pirouette /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(16) Single leg circle /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(17) Jumps /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(18) Scale /B	-	-	-	-	-	-	I	R	R	R	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
i. Floor Exercise (continued)													
(19) Leaps /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(20) Ronde-de-jambe /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(21) Shoot through /I	-	-	-	-	-	-	-	-	I	R	R	R	M*
j. Uneven Parallel Bars													
(1) Back pullover mount /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(2) Shoot over low bar from hang on high bar /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(3) Swan support /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(4) Thigh rest /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(5) Cross seat mount /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(6) Kick off low bar to high bar support /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(7) Straight arm support /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(8) Forward roll /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(9) Skin-the-cat /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(10) V-seat /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(11) Knee circle /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
(12) Stem rise /I	-	-	-	-	-	-	-	-	I	R	R	R	M*
(13) Basket /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(14) Rear dismount /B	-	-	-	-	I	R	R	R	R	R	R	R	M
(15) Kips /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(16) Front hip circle /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(17) Sole circle /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(18) Shoot through /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(19) Handstand /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(20) Backseat circle /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(21) Back uprise /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(22) Sole circle dismount /I	-	-	-	-	-	-	-	-	I	R	R	R	M*
(23) Underswing /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(24) Hang dismount /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(25) Mill circle /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(26) Back hip circle /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
k. Balance Beam													
(1) Mounts													
(a) Straight arm support	-	-	-	I	R	R	R	R	R	R	R	R	M
(b) Wolf vault mount /I	-	-	-	-	-	I	R	R	R	R	R	R	M*

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
k. Balance Beam (continued)													
(1) Mounts (continued)													
(c) Squat mount /B	-	-	-	-	-	-	I	R	R	R	R	R	M
(d) Straddle mount /I	-	-	-	-	-	-	I	R	R	R	R	R	M
(e) One knee mount /B	-	-	-	-	-	I	R	R	R	R	R	R	M
(f) Forward roll mount /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(2) Movements													
(a) Walk on beam /B	I	R	R	R	R	R	R	R	R	R	R	R	M
(b) Jumps on beam /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(c) Turns on beam /B	-	-	I	R	R	R	R	R	R	R	R	R	M
(d) Leaps on beam /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(e) Pirouette /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
(f) Balance seat (V-seat) /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(g) Front scale /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(h) Knee scale /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(i) One leg squat /I	-	-	-	I	R	R	R	R	R	R	R	R	M
(j) Straddle hold /I	-	-	-	-	-	I	R	R	R	R	R	R	M
(k) Splits /A	-	-	-	-	-	-	-	-	I	R	R	R	M*
(l) Backward roll /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(m) Back shoulder roll /I	-	-	-	-	I	R	R	R	R	R	R	R	M*
(n) Forward roll /I	-	-	-	-	I	R	R	R	R	R	R	R	M*
(o) Cartwheel /A	-	-	-	-	-	-	-	-	-	-	I	R	M*
(p) Shoulder balance /I	-	-	-	-	-	-	-	I	R	R	R	R	M*
(3) Dismounts													
(a) Handstand /A	-	-	-	-	-	-	-	I	R	R	R	R	M*
(b) Jump off dismount /B	-	-	-	I	R	R	R	R	R	R	R	R	M
(c) Round-off off end /I	-	-	-	-	-	-	I	R	R	R	R	R	M*
(d) Stag dismount /I	-	-	-	-	-	I	R	R	R	R	R	R	M*
l. Stunts for partners of like size													
(1) General stunts													
(a) Wring the dishcloth	-	-	-	I	R	R	R	R	M	-	-	-	-
(b) Twister	-	-	-	I	R	R	R	R	M	-	-	-	-
(c) Bouncing ball	-	-	I	R	R	R	R	R	M	-	-	-	-
(d) Chinese get-up	-	-	-	I	R	R	R	R	M	-	-	-	-
(e) Double walk	-	-	-	I	R	R	R	R	M	-	-	-	-
(f) Leap frog	-	-	I	R	R	R	R	R	M	-	-	-	-
(g) Rocker	-	-	-	I	R	R	R	R	M	-	-	-	-

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: (continued)													
1. Stunts for partners of like size (continued)													
(l) General stunts (continued)													
(h) Scooter	-	-	-	I	R	R	R	R	M	-	-	-	-
(i) Churn the butter	-	-	-	I	R	R	R	R	M	-	-	-	-
(j) Partner forward roll	-	-	-	-	I	R	R	R	M	-	-	-	-
(k) Archway	-	-	-	-	-	I	R	R	M	-	-	-	-
m. Top supported by base (partners of unequal size)													
(l) General stunts													
(a) Wheelbarrow	-	-	-	I	R	R	R	R	R	R	R	R	M
(b) Camel walk	-	-	-	I	R	R	R	R	R	R	R	R	M
(c) Couple elephant walk	-	-	-	-	-	I	R	R	R	R	R	R	M
(d) Back to back roll	-	-	-	I	R	R	R	R	R	R	R	R	M
(e) Partner pull-over	-	-	-	-	-	-	I	R	R	R	R	R	M
(2) Balances													
(a) Horizontal stand	-	-	-	-	-	-	I	R	R	R	R	R	M
(b) Stand on partner	-	-	-	-	-	I	R	R	R	R	R	R	M
(c) Feet support at hips	-	-	-	-	-	-	I	R	R	R	R	R	M
(d) Chest stand	-	-	-	-	I	R	R	R	R	R	R	R	M
(e) Angel balance	-	-	-	-	-	-	I	R	R	R	R	R	M
(f) Knee-shoulder stand	-	-	-	-	-	-	I	R	R	R	R	R	M
(g) Back angel balance	-	-	-	-	-	-	-	-	I	R	R	R	M
4. The student employs gymnastic maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	R	R	R	R	R	R	R	M
5. Strategies - not applicable													
6. The student applies the safety factors involved in gymnastics.	-	-	-	I	R	R	R	R	R	R	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Tennis													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - sneakers, net, court, racket, balls b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - match point, set, deuce, ad-in, ad-out, point, love e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- foot fault, let and penalties i. boundaries -- serving line, alley, singles and doubles court, side line, end line, base line, back court, front court, mid court j. terms -- handle, head, neck, lob, smash, forehand, backhand, rally, volley, half-volley, set, match, ace, drop volley, let, game, slice, topspin, backspin	-	-	-	-	-	-	-	-	-	I	R	R	M
3. The student performs the following skills: serve, volley, smash, lob, footwork, forehand, backhand.	-	-	-	-	-	-	-	-	-	I	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. The student applies various tennis singles, doubles, and mixed doubles strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	-	-	-	-	I	R	R	M
6. The student applies the safety factors involved in playing tennis.	-	-	-	-	-	-	-	-	-	I	R	R	M
F. Track and Field													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	I	R	R	R	M	-	-
a. equipment (1) field events sandpit measuring tape rack take-off board cross bar standards landing pit discus shot put markers toe board pole vaulting box													

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	-	I	R	R	R	M	-	-
a. equipment (continued) (2) running events baton hurdles blocking (starting) stop watch b. officials and duties c. players and substitutes - not applicable d. scoring e. timing f. live vs. dead play - not applicable g. out-of-bounds and in-bounds h. fouls, violations -- miss, time, take-off, circle, follow-through, cutting off, lane interference and penalties i. boundaries j. terms -- kick, approach, take-off, toe board, foul, lane, crossbar, standard, anchor, sprint, float, shuttle, passing, exchange zone, baton passing													
3. The student performs the following skills: a. field events - grip, release, follow-through, footwork, take-off, landing b. running - form, stride, start, hurdling	-	-	-	-	-	-	I	R	R	R	M	-	-
4. The student employs track and field maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	I	R	R	R	M	-	-

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
5. The student applies various track and field strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	I	R	R	M	-	-
6. The student applies the safety factors involved in track and field.	-	-	-	-	-	-	I	R	R	M	-	-	-
G. Wrestling													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student explains terminology and rules where appropriate, including those which concern: a. equipment - mats, timer b. officials and duties c. players and substitutes - not applicable d. scoring - team, individual e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- illegal holds, stalling and penalties i. boundaries j. terms -- takedown, reversal, escape, breakdown, referee, position, pinning, holds, bridging, riding, control, counter	-	-	-	-	-	-	I	R	R	R	R	R	M

V. Individual and Dual Sports (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: takedowns, breakdowns, reversals, escapes, pinning, combination.	-	-	-	-	-	-	I	R	R	R	R	R	M
4. The student employs wrestling maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	I	R	R	R	R	R	M
5. The student applies various wrestling strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	I	R	R	R	R	R	M
6. The student applies the safety factors involved in wrestling.	-	-	-	-	-	-	I	R	R	R	R	R	M
VI. Recreational Games													
A. Boxball (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student explains terminology and rules where appropriate, including those which concern:	-	-	-	I	R	R	R	R	R	R	R	M	-
a. equipment - ball, box													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring													
e. timing - not applicable													
f. live vs. dead play													
g. out-of-bounds and in-bounds													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	I	R	R	R	R	R	R	R	M	-
h. fouls, violations and penalties i. boundaries j. terms -- in, out, serve													
3. The student performs the following skills: forehand, serve.	-	-	-	I	R	R	R	R	R	R	R	M	-
4. The student employs boxball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	R	R	R	R	R	R	M	-
5. The student applies various boxball strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	I	R	R	R	R	R	M	-
6. The student applies the safety factors involved in boxball.	-	-	-	I	R	R	R	R	R	R	R	M	-
B. Croquet (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student explains terminology and rules where appropriate, including those which concern:	-	-	-	-	I	R	M	-	-	-	-	-	-
a. equipment - mallets, balls, wickets, end stakes b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	I	R	M	-	-	-	-	-	-
e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries - not applicable j. terms -- front stroke, side stroke, roquet, ricochet													
3. The student performs the following skills: stroking.	-	-	-	-	I	R	M	-	-	-	-	-	-
4. The student employs croquet maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	I	R	M	-	-	-	-	-	-
5. The student applies various croquet strategies and relates this knowledge to facilitate effective play.	-	-	-	-	I	R	M	-	-	-	-	-	-
6. The student applies the safety factors involved in playing croquet.	-	-	-	-	I/M	-	-	-	-	-	-	-	-
C. Floor Tennis (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student explains terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	-	-	-	-	I	R/M
a. equipment - paddle, standard, nets, floor marking, floor tennis ball b. officials and duties - not applicable													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	-	-	-	-	-	-	I	R/M
c. players and substitutes - not applicable													
d. scoring													
e. timing - not applicable													
f. live vs. dead play													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties													
i. boundaries													
j. terms -- serve, forehand, backhand, player position													
3. The student performs the following skills: strokes, serve.	-	-	-	-	-	-	-	-	-	-	-	I	R/M
4. The student employs floor tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	-	-	I	R/M
5. The student applies various floor tennis strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	-	-	-	-	I	R/M
6. The student applies the safety factors involved in playing floor tennis.	-	-	-	-	-	-	-	-	-	-	-	I	R/M
D. Horseshoe Pitching (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	I	R	M	-	-	-	-	-	-
a. equipment - horseshoes, stakes													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	I	R	M	-	-	-	-	-	-
b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - ringer, leaner, closest shoe e. timing - not applicable f. live vs. dead play - not applicable g. out-of-bounds and in-bounds h. fouls, violations -- out-of-bounds, out-of-turn, stepping over foul line and penalties i. boundaries. j. terms													
3. The student performs the following skills: grip, stance, pitch, release, follow-through.	-	-	-	-	I	R	M	-	-	-	-	-	-
4. The student employs horseshoe pitching maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	I	R	M	-	-	-	-	-	-
5. The student applies various horseshoe pitching strategies and relates this knowledge to facilitate effective play.	-	-	-	-	I	R	M	-	-	-	-	-	-
6. The student applies the safety factors involved in horseshoe pitching.	-	-	-	-	I	R	M	-	-	-	-	-	-
E. Quiet Games (optional) (Examples: Seven-up, Dog in Bone, Eraser Tag, etc.)													
1. History and popularity - not applicable													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment b. officials and duties c. players and substitutes d. scoring e. timing f. live vs. dead play g. out-of-bounds and in-bounds h. violations, fouls and penalties i. boundaries j. terms	I	R	R	R	R	R	R	R	M	-	-	-	-
3. Skills - not applicable													
4. Body mechanics - not applicable													
5. The student applies various quiet games strategies and relates this knowledge to facilitate effective play.	I	R	R	R	M	-	-	-	-	-	-	-	-
6. The student applies the safety factors involved in playing quiet games.	I	R	R	R	M	-	-	-	-	-	-	-	-
F. Rope Quoits (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - pegs and quoits	-	-	-	I	R	M	-	-	-	-	-	-	-

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	I	R	M	-	-	-	-	-	-	-
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring - ringer 5 pt., base 1 pt.													
e. timing - not applicable													
f. live vs. dead play													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties													
i. boundaries													
j. terms -- frame, base, pin, quoit, court													
3. The student performs the following skills: grip, stance, pitch, release, follow through.	-	-	-	I	R	M	-	-	-	-	-	-	-
4. The student employs rope quoit maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	M	-	-	-	-	-	-	-
5. The student applies various rope quoits strategies and relates this knowledge to facilitate effective play.	-	-	-	I	R	M	-	-	-	-	-	-	-
6. The student applies the safety factors involved in rope quoits.	-	-	-	I	R	M	-	-	-	-	-	-	-
G. Shuffleboard (optional)													
1. History and popularity - not applicable													

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - cue, disc, court b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- cue, disc, deadline, base line	-	-	-	I	R	M	-	-	-	-	-	-	-
3. The student performs the following skills: stroke, follow through, pressure.	-	-	-	I	R	M	-	-	-	-	-	-	-
4. The student employs shuffleboard maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	M	-	-	-	-	-	-	-
5. The student applies various shuffleboard strategies and relates this knowledge to facilitate effective play.	-	-	-	I	R	M	-	-	-	-	-	-	-
6. The student applies the safety factors involved in shuffleboard.	-	-	-	I	R	M	-	-	-	-	-	-	-

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Table Tennis (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - table, paddle, ball, net b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - shutout 7 pts. e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- forehand, backhand, slice, shop, smash, spin, lob	-	-	-	-	I	R	R	R	R	R	R	M	-
3. The student performs the following skills: forehand, backhand, serve, lob, smash, spin.	-	-	-	-	I	R	R	R	R	R	R	R	M
4. The student employs table tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	I	R	R	R	R	R	R	R	M
5. The student applies various table tennis strategies and relates this knowledge to facilitate effective play.	-	-	-	-	I	R	R	R	R	R	R	R	M

VI. Recreational Games (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
6. The student applies the safety factors involved in table tennis.	-	-	-	-	I	R	R	R	R	R	R	R	M
I. Tetherball (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	I	R	R	R	R	M	-	-	-	-
a. equipment - stand, tetherball, circle													
b. officials and duties - not applicable													
c. players and substitutes													
d. scoring													
e. timing													
f. live vs. dead play													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties													
i. boundaries													
j. terms -- finesse, rap													
3. The student performs the following skills: serve, back tap, smash.	-	-	-	I	R	R	R	R	M	-	-	-	-
4. The student employs tetherball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	R	R	R	M	-	-	-	-
5. The student applies various tetherball strategies and relates this knowledge to facilitate effective play.	-	-	-	I	R	R	R	R	M	-	-	-	-

	K	1	2	3	4	5	6	7	8	9	10	11	12
VI. Recreational Games (continued)													
6. The student applies the safety factors involved in tetherball.	-	-	-	I	R	R	R	R	M	-	-	-	-
VII. Lifetime Activities													
A. Archery													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - bow, arrow, target, finger tab, arm guard, net b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- shaft, nock, feather, quiver, limb, belly, fletching, petty coat, stands, fistmele, cock feather, arrow rest, serving	-	-	-	-	-	-	-	-	-	I	R	R	M
3. The student performs the following skills: stance, grips, draw, nock, stringing, release, aim, follow through.	-	-	-	-	-	-	-	-	-	I	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs archery maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. The student applies various archery strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	-	-	I	R	R	M
6. The student applies the safety factors involved in archery.	-	-	-	-	-	-	-	-	-	I	R	M	-
B. Badminton													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	I	R	R	R	R	R	R	M
a. equipment - shuttle cock, rachet, net, tape													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring													
e. timing - not applicable													
f. live vs. dead play													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties													
i. boundaries													
j. terms -- volley, ace, setup, singles, doubles, drop shot, smash, lob, clear, drive, backhand, forehand													

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: forehand, backhand, lob, smash, drop, clear drive, serving, returning.	-	-	-	-	-	I	R	R	R	R	R	R	M
4. The student employs badminton maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various badminton strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors involved in badminton.	-	-	-	-	-	I	R	R	R	R	R	R	M
C. Cycling (optional)													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - bicycle b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - not applicable e. timing - not applicable f. live vs. dead play - not applicable g. out-of-bounds and in-bounds h. fouls, violations and penalties - not applicable	-	-	-	-	-	-	-	-	-	I	R/M	-	-

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	-	-	-	-	-	-	I	R/M	-	-
i. boundaries - not applicable j. terms -- pedaling, braking, parts of bike, gearing													
3. The student performs the following skills: balance, shifting, pedaling, steering, starting, stopping.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
4. The student employs cycling maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
5. The student describes the reasons for conditioning in cycling, including endurance, pacing, and maximum efficiency.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
6. The student applies the safety factors involved in cycling.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
D. Dance (Folk, Square, and Social)													
1. History and popularity The student relates the origin and basic evolution of the dance.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	I	R	R	R	R	R	R	R	R	M
a. equipment - records, record player b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - not applicable e. timing - not applicable f. live vs. dead play - not applicable													

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Terminology and rules (continued)	-	-	-	I	R	R	R	R	R	R	R	R	M
g. out-of-bounds and in-bounds - not applicable h. fouls, violations and penalties - not applicable i. boundaries - not applicable j. terms - folk: circle, round, waltz, grapevine, line, schottische, 2-step, balance, set, polka, mazurka, step hop, reel, jig, buzz, bleking square: set, home, side couple, patter call, cue, head couple, promenade, sashay, dos-ā-dos, allemande, chain, wheel, grand right and left, 8 hands around, honor, slide step, star, swing social: closed position, open position, break, chassé (side step), swing step. box step, waltz, cha-cha, fox trot, tango, rhumba, contemporary, samba												
3. The student performs the various step patterns and dance formations for the folk, square, and social dances.	-	I	R	R	R	R	R	R	R	R	R	R	M
4. The student employs dancing maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	I	R	R	R	R	R	R	R	R	M
5. Strategies - not applicable													
6. The student applies the safety factors involved in dancing.	-	I	R	R	R	R	M	-	-	-	-	-	-

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Dance (Interpretative-Creative)													
1. History and popularity The student relates the origin and basic evolution of the dance.	-	-	-	-	-	-	-	-	-	I	R/M	-	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - instrumental, accompaniment b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - not applicable e. timing - not applicable f. live vs. dead play - not applicable g. out-of-bounds and in-bounds - not applicable h. fouls, violations and penalties - not applicable i. boundaries - not applicable j. terms -- spacial awareness, timing, energy, accents, contrasts, expressions, tempo, phrasing	-	-	-	-	-	-	-	-	-	I	R	R	M
3. The student performs interpretive and creative dances.	-	-	-	-	-	-	-	-	-	I	R	R	M
4. The student employs basic motor movements using the appropriate body mechanics and form for the qualities listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. Strategies - not applicable													
6. The student applies the safety factors involved in dancing.	-	-	-	-	-	-	-	-	-	I	R/M	-	-

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
F. Frisbee (Ultimate)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - frisbee b. officials and duties - not applicable c. players and substitutes d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations -- pushing, tackling and penalties i. boundaries -- soccer or football field j. terms -- juggle, traveling, variations of throws	-	-	-	-	-	-	-	I	R	R	R	R	M
3. The student performs the following skills: throwing and catching.	-	-	-	-	-	-	-	I	R	R	R	R	M
4. The student employs frisbee maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various frisbee strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	I	R	R	R	R	M
6. The student applies the safety factors involved in frisbee.	-	-	-	-	-	-	-	I	R	R	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
G. Handball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	R	M
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - handball b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- ace, crotch ball, kill, short, long, hinder, hand-out, punch, rally	-	-	-	-	-	-	-	I	R	R	R	R	M
3. The student performs the following skills: serve, return, footwork, and court position.	-	-	-	-	-	-	-	I	R	R	R	R	M
4. The student employs handball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. The student applies various handball offensive and defensive strategies and relates this knowledge to facilitate effective play.	-	-	-	-	-	-	-	-	I	R	R	R	M
6. The student applies the safety factors involved in handball.	-	-	-	-	-	-	-	I	R	R	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Jogging													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - shoes, apparel b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - not applicable e. timing - only to evaluate personal performance f. live vs. dead play - not applicable g. out-of-bounds and in-bounds - not applicable h. fouls, violations and penalties - not applicable i. boundaries - not applicable j. terms -- pace, stride, body position, arm position, breathing	-	-	-	-	I	R	R	R	R	R	R	M	-
3. The student performs the following skills: pace, stride.	-	-	-	-	-	I	R	R	R	R	R	M	-
4. The student employs jogging techniques using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	I	R	R	R	R	R	M	-
5. Strategies - not applicable													
6. The student applies the safety factors involved in jogging.	-	-	-	-	-	I	R	R	R	R	R	M	-

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Paddleball													
1. History and popularity The student relates the origin and basic evolution of the game.	-	-	-	-	-	-	-	-	-	I	R	M	-
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - paddle, ball, sneakers b. officials and duties - not applicable c. players and substitutes - cut throat, singles, doubles d. scoring e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- serve (legal-illegal), grip, stance, swing, shot, return	-	-	-	-	-	I	R	R	R	R	R	M	-
3. The student performs the following skills: serve, footfault, grip, stance, swing, shot and return.	-	-	-	-	-	I	R	R	R	R	R	M	-
4. The student employs paddleball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	I	R	R	R	R	R	M	-
5. The student applies various paddleball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	I	R	R	R	R	R	M	-

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
6. The student applies the safety factors involved in playing paddleball.	-	-	-	-	-	I	R	R	R	R	M	-	-
J. Racquetball (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern: a. equipment - racket, ball, sneakers, safety glasses, court b. officials and duties - not applicable c. players and substitutes - not applicable d. scoring - match e. timing - not applicable f. live vs. dead play g. out-of-bounds and in-bounds h. fouls, violations and penalties i. boundaries j. terms -- serve, kill, pinch, ceiling, cross court, down the line, punch, thong, around the world, drop shot, block, slice, smash, hinder	-	-	-	-	-	I	R	R	R	R	R	R	M
3. The student performs the following skills: serve, volley, return, forehand, backhand.	-	-	-	-	-	I	R	R	R	R	R	R	M
4. The student employs racquetball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.	-	-	-	-	-	I	R	R	R	R	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
5. The student applies various racquetball offensive and defensive strategies and relates this knowledge to facilitate effective team play.	-	-	-	-	-	I	R	R	R	R	R	R	M
6. The student applies the safety factors involved in playing racquetball.	-	-	-	-	-	I	R	R	R	R	R	R	M
K. Skiing (downhill) (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	-	-	I	R	R	M
a. equipment - skiis, poles, boots, proper clothing													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring - not applicable													
e. timing - not applicable													
f. live vs. dead play - not applicable													
g. out-of-bounds and in-bounds - not applicable													
h. fouls, violations and penalties - not applicable													
i. boundaries													
j. terms -- stem, bindings, parallel, traverse, herringbone, side-step, snowplowing, christie													
3. The student performs the following skills: side-step, parallel, snowplow, herringbone, stem, turn, christie.	-	-	-	-	-	-	-	-	-	I	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs skiing maneuvers using the appropriate body mechanics and form for the skills listed in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. The student is able to adapt his downhill skiing techniques to changes in snow conditions and terrains.	-	-	-	-	-	-	-	-	-	I	R	R	M
6. The student applies the safety factors involved in skiing.	-	-	-	-	-	-	-	-	-	I	R	R	M
L. Skiing (cross country) (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	-	-	I	R	R	M
a. equipment - skiis, poles, boots, proper clothing													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring - not applicable													
e. timing - not applicable													
f. live vs. dead play - not applicable													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties - not applicable													
i. boundaries													
j. terms -- parallel, glide, step													
3. The student performs the following skills: glide, arm swing.	-	-	-	-	-	-	-	-	-	I	R	R	M

VII. Lifetime Activities (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
4. The student employs skiing maneuvers using the appropriate body mechanics and form for the skills listed in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. The student is able to adapt his cross country skiing techniques to changes in snow conditions and terrains.	-	-	-	-	-	-	-	-	-	I	R	R	M
6. The student applies the safety factors involved in skiing.	-	-	-	-	-	-	-	-	-	I	R	R	M
VIII. Physical Fitness													
A. Conditioning Exercises													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	I	R	R	R	R	M
a. equipment													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring - not applicable													
e. timing													
f. live vs. dead play - not applicable													
g. out-of-bounds and in-bounds - not applicable													
h. fouls, violations and penalties - not applicable													
i. boundaries - not applicable													
j. terms -- cardiovascular endurance, muscular endurance, flexibility													

VIII. Physical Fitness (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following exercises: weight training, self resistance, partner resistance, rope climbing, calisthenics, aerobics.	-	-	-	-	-	-	-	I	R	R	R	R	M
4. The student employs physical fitness maneuvers using the appropriate body mechanics and form for the exercises listed above in number 3.	-	-	-	-	-	-	-	I	R	R	R	R	M
5. Strategies - not applicable													
6. The student applies the safety factors involved in physical fitness conditioning exercises.	-	-	-	-	-	-	-	I	R	R	R	R	M
B. Physical Fitness Training													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	I	R	R	R	R	R	R	R	M
a. equipment - stop watch, tape, recording form													
b. officials and duties - test administrator													
c. players and substitutes - not applicable													
d. scoring - vary according to test battery													
e. timing - use of stop watch													
f. live vs. dead play													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties													
i. boundaries - according to test battery													
j. terms - stop watch, tape, recording forms													

VIII. Physical Fitness (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs skills according to test battery.	-	-	-	-	I	R	R	R	R	R	R	R	M
4. The student employs the appropriate body mechanics and form pertaining to the test battery used.	-	-	-	-	I	R	R	R	R	R	R	R	M
5. The student applies various physical fitness training strategies.	-	-	-	-	I	R	R	R	R	R	R	R	M
6. The student employs the safety factors pertaining to the test battery.	-	-	-	-	I	R	R	R	R	R	M	-	-
C. Weight Training (optional)													
1. History and popularity - not applicable													
2. Terminology and rules The student applies terminology and rules where appropriate, including those which concern:	-	-	-	-	-	-	-	-	-	I	R	R	M
a. equipment - use of universal gym and weights													
b. officials and duties - not applicable													
c. players and substitutes - not applicable													
d. scoring - not applicable													
e. timing - not applicable													
f. live vs. dead play - not applicable													
g. out-of-bounds and in-bounds													
h. fouls, violations and penalties - not applicable													
i. boundaries - not applicable													
j. terms - press, curl, snatch, jerk, isometrics													

VIII. Physical Fitness (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
3. The student performs the following skills: press, curls, snatch, jerk, and isometrics.	-	-	-	-	-	-	-	-	-	I	R	R	M
4. The student employs physical fitness maneuvers using the appropriate body mechanics and form for the exercises listed above in number 3.	-	-	-	-	-	-	-	-	-	I	R	R	M
5. Strategies - not applicable													
6. The student applies the safety factors involved in physical fitness weight training.	-	-	-	-	-	-	-	-	-	I	R	R	M
IX. Attitudes and Values													
1. The student demonstrates positive feelings toward safety in physical education.	I	R	R	R	R	R	M	-	-	-	-	-	-
2. The student demonstrates good sportsmanship.	I	R	R	R	R	R	R	R	R	R	R	-	-
3. The student demonstrates positive attitudes toward self and others in physical education.	I	R	R	R	R	R	R	R	R	R	R	R	M
4. The student appreciates physical activities for creating an avenue of self-expression.	I	R	R	R	R	R	R	R	R	R	R	R	M
5. The student values the importance of maintaining physical fitness.	-	-	-	I	R	R	R	R	R	R	M	-	-
6. The student appreciates physical activity for promoting mental and physical well-being.	-	-	-	-	I	R	R	R	R	R	R	R	M